Updated: 1.9.21

Park Mead OUTCOMES Development Plan 2021 – 2022

OUTCOMES for Improvement - 2021-2022

= Identified Group

=Person Responsible

= Person Monitoring

= Person Evaluating

Quality of Education- OUTCOMES

Park Mead Primary Outcomes Key Priorities:

1.1 Year 6 Maths –To ensure that outcomes in KS2 Mathematics at least match national averages in 2022.

3 year decline in outcomes (2017-19).

Progress:

Mathematics progress has declined between 2017 and 2019. The three-year average mathematics attainment score (100.4) was in the lowest 20%.

Year 6 2019 progress in mathematics (-9.6) was significantly below national and in the lowest 20% of all schools in 2019 as well as in 2018. Progress was -3 in 2018.

Attainment:

Below national average for EXS and GDS for 2 years.

2018- EXS=70% NA =76%, GDS=10% NA=24%

2019- EXS=31%, NA=79%, GDS=7.7%, NA= 26.6%

QLA- question level analysis shows that the following are the areas of focus: 2017-19 – ratio/proportion and calculation

QLA_Maths_8452076_KS2.pdf

Park Mead Primary School Question Leve

1.2- Year 6 GPS- To ensure that outcomes in KS2 GPS at least match national averages in 2022.

2019- EXS 61.5%, NA= 78%, GDS =0%, NA 35.7%. 2021- EXS= 69%, GDS= 0%.

QLA- question level analysis shows that the following are the areas of focus: Comb. words & phrases (40% difference from NA), Grammatical terms (20% difference from NA), Spelling (20% difference from NA).

QLA_GPS_8452076_KS2.pdf

QLASpelling_8452076_KS2.pdf

1.3- To ensure that outcomes in KS1 at least match national averages in 2022. (2021 outcomes below in all areas, apart from Maths expected)

1.4- To ensure Year 2 phonics to reach NA in 2021 (2019 = 66.7%, NA=78.5%, 2021= 66%).

THE HEAD OF SCHOOL WILL REPORT ON PUPIL PROGRESS TO THE GOVERNING BODY 3 TIMES A YEAR USING THEIR COHORT LEARNER OUTCOME CHARTS. REPORTS WILL FOCUS ON ALL PUPILS, DISADVANTAGED PUPILS, PUPILS WITH SEND AND HIGH PRIOR ATTAINING PUPILS.

2021 Summary Data

Park Mead Data – KS2 2021 (Each pupil= 7.7%)

	Park Mead 2021			National 2019	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	0%	100%	50%	73%	27%
Year 6 Writing	7.7%	92%	23%	78%	20%
Year 6 Maths	7.7%	92%	23%	79%	27%
Year 6 Combined	1 chn 7.7%	92%	3 chn 23%	65%	11%
Year 6 GPS	31%	69%	0%	78%	36%

Context: more time needed to embed effective GPS teaching and learning and no-nonsense spelling initiative – SDP 21/22 focus.

Park Mead Data – KS1 2021 (Each pupil= 6%)

	Park Mead 2021			National 2019	
	WTS	EXS+	GDS	EXS	GDS
Year 2 Reading	34%	66%	12%	75%	25%
Year 2 Writing	34%	66%	6%	70%	13%
Year 2 Maths	24%	76%	12%	75%	22%
Year 2 Combined	34%	66%	6%		
	Year 1	Year 2 (2020 Oct)		Year 1	Year 2
Phonics	80% EXS	66% Did not pass % EXS		82%	82%

Context: 36% SEND in Year 2.

This cohort had a difficult Year 1 (staffing and quality of education). Although catch-up funding has been directed to this cohort and progress has been made, lockdown did impacted on Year 2 attainment. Senior Park Mead staff feel that there will be significant 'value added' across KS2 for this cohort.

Same teacher in place for cohort in Year 3- she is very aware of gaps and will continue intervention from 1st September. Supportive catch-up work going out for Summer holiday too.

The Quality of Education - OUTCOMES

Park Mead Primary School

PARK MEAD TARGETS FOR PUPIL OUTCOMES JULY 2022

These have been set by looking at % of pupils at expected standard in July 2020 and adding challenge, ensuring no targets are below national average and taking into account pupils' prior performance at EYFS and/or KS1

	FFT20 estimates Expected Standard	FFT50 estimates for expected standard	Targets for July 2022 Expected Standard	National Average 2019	Targets for July 2022 Higher Standard	National Average 2019
EYFS			% GLD	71.8%	APS	36.4 APS
Y1 Phonics			% Pass	82%	% Securing 40	
End of KS1 (Y2)						
Reading	86%	83%	%	75%	%	25%
Writing	82%	78%	%	69%	%	21%
Maths	88%	85%	%	76%	%	28%
YEAR 1						
Reading			%		%	
Writing			%		%	
Maths			%		%	
End of KS2 (Y6)						
Reading	90%	85%	%	73%	%	27%
Writing	93%	89%	%	78%	%	20%
Maths	93%	89%	%	79%	%	27%
Combined	84%	78%	%	65%	%	11%
GPS	94%	89%	%	78%	%	36%
Year 5						
Reading	91%	86%	%		%	
Writing	93%	90%	%		%	
Mathematics	91%	86%	%		%	

1.1 Year 6 Maths 2021 Outcomes–to ensure that outcomes in KS2 Mathematics at least match national averages in 2022.			SEF Ref: Q/E pages 3 & 5 Business Plan Ref: Catch-up funding & SLE LA input if required
Success Criteria & Practice Indictors:	**Activities to evaluate impact against success criteria and practice indicators**		
✓ Maths Year 6 EXS & GDS 2021 Attainment target achieved= **EXS=100% GDS=23%** ✓ Maths Year 6 2021 progress target achieved= **0+** ✓ On-track data milestones to be met throughout the year. ✓ Strong CPD enables staff to target gaps and address QLA dips. ✓ Pupil books and school displays demonstrate strong pupil progress and targeted high quality teaching to ensure rapid and sustained progress for all groups. ✓ Pupils to talk confidently and enthusiastically about their learning in Maths, explaining how they are supported/challenged and how their knowledge and skills has progressed. This can be specifically triangulated back to Maths targeted planning. ✓ Maths home-learning & interventions fit for purpose, delivering impact expected and supported by all stakeholders (staff, pupils & parents)	• Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation) • Termly teacher triangulation by SLT & yearly by SIP • Subject leader & Inclusion Manager monitoring and data termly analysis • Maths SLE evaluation reports if required	Outcome charts evaluated termly FGB x 6 yearly	

Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
Coach staff in order to develop rigorous assessment and monitoring systems to ensure target outcomes are 'on track' through the year. See OUTCOME section SDPs and targets in success criteria section above.	KV	Class teachers and TA's		8th Oct PM Maths visit 18th Nov SMV maths visit	14th Jan EH maths visit 18th Jan CP maths visit 1st March SMV maths follow up visit	Follow up maths visits for PM, CP and EH	CPD/Resource review completed by all staff	See Business Plan	Observation, feedback, coaching, team teaching	JP/SLT
Multiplication check Review strategies in place for year 4 pupils so that they achieve effectively in their formal testing July 2022- at least reaching NA.	KV	Y3/4 teachers	Create times table teaching overview. KV to plan Monday TT teaching lessons for the year.	TT check as part of assessment week – QLA used to target gaps	TT check as part of assessment week – QLA used to target gaps	TT check as part of assessment week – QLA used to target gaps	Multiplication check results show chn achieving highly		Assessments, year group planning meetings	JP/SLT

Staff CPD & Resources Review staff CPD questionnaires and use previous evaluations to plan and cater further CPD accordingly- built into staff meeting agendas Coaching for clarity of expectation of effective First Quality Maths T/L and Mastery Approaches. (Concrete, Pictorial- Abstract) (Reinforcement, Extension, Differentiation)	KV	All staff		Review staff CPD questionnaires and plan for 29th September Twilight meeting- Maths focus on mastery teaching, planning and evidencing KV attend ESCC hub meetings and feedback to all staff termly	KV attend ESCC hub meetings and feedback to all staff termly	KV attend ESCC hub meetings and feedback to all staff termly	KV attend ESCC hub meetings and feedback to all staff termly CPD/Resource review completed by all staff		Staff voice, learning walks	JP/SLT
Monitoring Observe maths teaching and learning across the schools (team teach and coach as appropriate) provide feedback and plan opportunities to model mastery teaching **Monitoring Maths Teaching and Learning** Monitor Maths teaching and learning through termly triangulations – particular focus on securing basic knowledge and skills before further applications and challenge.	KV	Class teachers and TA's	Organise with HoSs maths support visits for SMV, EH and PM.	8th Oct PM Maths visit 18th Nov SMV maths visit	6th,11th,20th,27th Jan SL book monitoring for each school 14th Jan EH maths visit 1st March SMV maths follow up visit		Evaluate impact and review with staff for following year		Maths focus days and feedback, SL governor meetings, SIP visits	JP/SLT
Maths Schemes and Planning Review subscriptions of resources used to support teaching planning.	KV	Class teachers		Update maths policy and share with all stakeholders 29th September Twilight meeting- Maths focus on mastery teaching, planning and evidencing	6th,11th,20th,27th Jan SL book monitoring for each school – review use of resources against evidence in books		CPD/Resource review completed by all staff		Stakeholder questionnaires, learning walks, triangulations, book monitoring	JP/SLT
Maths home-learning Review subscriptions for each school and agree with each school a preferred way of delivering home learning.	KV	Class teachers		Review each school's home learning for maths subscriptions – renew where appropriate and agree for each school Update maths policy to reflect home learning for each school			CPD/Resource review completed by all staff		Stakeholder questionnaires	JP/SLT
Vulnerable Groups support – securing Maths Mastery (MA) • Review interventions termly to target specific groups and gaps in learning • Discuss specific need in PPM and monitor this termly • APDR termly meetings with Inclusion Lead to identify areas for support and external agencies involved where necessary	SL/KV	Class teachers and TA's		Termly APDOR and PPMs Review resources available for use in interventions Create a bank of resources available at each school for maths interventions	Termly APDOR and PPMs	Termly APDOR and PPMs	Termly APDOR and PPMs Review effectiveness of interventions against data		APDORs, PPMs, datawalls	JP/SLT
Facilitate **Maths partnership links** with Pioneer, specifically focusing on CPD, QLA gaps & Mastery Approaches (MA).	KV	Class teachers		Link with HoS to review current maths practice 8th Oct PM Maths focus visit	Organise visits to CP to observe maths teaching and learning in classes	PM maths focus follow up visit TBC	Pupil targets met- see each school datawall milestones and evaluations		School visits, learning walks & datawalls	JP/SLT

1.2 Objective: Park Mead Grammar, Punctuation & Spelling- To ensure that outcomes in KS2 GPS at least match national averages in 2022.

(2019- EXS 61.5%, NA= 78%, GDS =0%, NA 35.7%)

SEF Ref:
PM- Q/E pages 3 & 5

Business Plan Ref:

Success Criteria & Practice Indictors:

- ✓ 2022 targets set for KS2 GPS 2022 is achieved (at least NA) = **EXS: 78% GDS: 36%**
- ✓ Spellings are sent home weekly and tested in school
- ✓ Spelling tests are impacting on independent writing and spelling errors are becoming less frequent
- ✓ Parents are aware of the school policy on spellings
- ✓ Spelling scheme/initiative fit for purpose, delivering impact expected and supported by all stakeholders (staff, pupils & parents)
- ✓ On-track data milestones to be met throughout the year.
- ✓ Strong CPD enables staff to target gaps and address QLA dips.
- ✓ Pupil books and school displays demonstrate strong pupil progress and targeted high quality teaching to ensure rapid and sustained progress for all groups.
- ✓ Pupils to talk confidently and enthusiastically about their learning in GPS, explaining how they are supported/challenged and how their knowledge and skills has progressed. This can be specifically triangulated back to GPS targeted planning.

Activities to evaluate impact against success criteria and practice indicators

- Book audits
- QLA on GPS assessments
- Attend regular moderations to gain feedback on further GPS areas of focus
- Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)
- Termly teacher triangulation by SLT & yearly by SIP
- Subject leader & Inclusion Manager monitoring and data termly analysis

Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
No-Nonsense Spelling Embedded • Review planning overviews to check coverage • Review parent questionnaires to check understanding of NNS set up in school	BH	PM teachers	Letter to parents explaining spelling expectations NNS incorporated as part of planning meetings Termly overview of spelling patterns to be taught to be listed on planning overviews	Termly overview of spelling patterns to be taught to be listed on planning overviews NNS to feature as part of parent questionnaire	Termly overview of spelling patterns to be taught to be listed on planning overviews Spellings sent out weekly tackling year group patterns, NC spelling lists and individual spelling errors QLA of GPS assessments		SATs results (July 2022) show clear impact of NNS precision teaching.		Termly book audits SIP visit Subject leader book audits 2x annually 2x gov visits with report written	BH/JP Govs SIP
Staff CPD and Resources • Coach staff in areas of uncertainty/development • Liaise with contacts at county and other schools to get training/observations booked in where necessary	BH	PM teachers	CPD questionnaires completed by all staff to clarify priorities for further training	T2W2 staff meeting booked in Resources centralised and saved on G Drive	T3W5 staff meeting booked in – PM only Any further resources/CPD/external training researched and booked	Link with HW to identify areas of focus across the school and book dates to coach/audit	SATs results (July 2022) show clear impact of NNS precision teaching.			BH/JP Govs SIP
GPS Schemes and Planning • Monitor overviews to ensure year groups are getting the coverage required from the national curriculum	BH	PM teachers	Termly planning meeting with year group partners across Federation	Termly planning meeting with year group partners across Federation Jane Branson training booked foreach year group for GPS links to key texts	Termly planning meeting with year group partners across Federation	Termly planning meeting with year group partners across Federation	Termly planning meeting with year group partners across Federation		Termly book audits SIP visit 2x gov visits with report written	BH/JP Govs SIP

Progress Tracking & Intervention • Review QLA to get areas of weakness in GPS curriculum	**BH**	PM teachers	PPM notes shared and any resources/programmes ordered in liaison with SL and HW	T1+2 QLA completed on Year 6 assessments PPM notes clearly show areas of need and interventions to be planned in.	T4 QLA completed on Year 6 assessments PPM notes clearly show areas of need and interventions to be planned in.	PPM notes clearly show areas of need and interventions to be planned in.	SATs results (July 2022) show clear impact of NNS precision teaching.		Termly book audits SIP visit 2x gov visits with report written	BH/JP Govs SIP
Moderation and Monitoring • Attend county moderation • Arrange moderations with Federation Year 6 teachers to ensure consistency	**BH**	PM teachers	2021 end of KS2 data reviewed and priorities identified – spelling or grammar?	Link with HW to identify areas of focus across the school and book dates to coach/audit BH to attend and support teachers with early moderation events.	Moderation with Year 6 teachers booked in	Moderation with alliance partners booked in	End of KS2 moderation window – through June. BH to attend and support teachers with moderation events.		Termly book audits SIP visit 2x gov visits with report written	BH/JP Govs SIP

1.3 & 1.4- To ensure that outcomes in KS1 (including Year 2 phonics) at least match national averages in 2022.

SEF Ref:
PM- Q/E pages 3 & 5

Business Plan Ref:

Success Criteria & Practice Indictors:

- ✓ 2022 targets set for KS2 GPS 2022 is achieved (at least NA) = 78%
- ✓ Phonics scheme/initiative fit for purpose, delivering impact expected and supported by all stakeholders (staff, pupils & parents)
- ✓ On-track data milestones to be met throughout the year.
- ✓ Strong CPD enables staff to target gaps.
- ✓ Pupil books and school displays demonstrate strong pupil progress and targeted high quality teaching to ensure rapid and sustained progress for all groups.
- ✓ Pupils to talk confidently and enthusiastically about their learning in phonics and KS1 writing, explaining how they are supported/challenged and how their knowledge and skills has progressed. This can be specifically triangulated back to phonics and writing targeted planning.

Activities to evaluate impact against success criteria and practice indicators

- Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation)
- Termly teacher triangulation by SLT & yearly by SIP
- Subject leader & Inclusion Manager monitoring and data termly analysis

Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
Staff CPD and Resources Review staff confidence in order to plan and implement CPD. Plan training programme for the year and implement through staff meeting and INSET training	KW	HW	CPD questionnaires completed by all staff to clarify priorities for further training Discuss with current teaching staff in all schools to see any resources they would like to support their Phonics teaching in September.	Planning for staff meeting on 9th November. Phonics Tracker training for staff who feel it would benefit.	Consider any further resources that would be beneficial to support Phonics teaching.	Consider training that might be required to support teachers with administering the 2022 Phonics screening check with Year 1 and Year 2 re-take pupils.	Phonics screening check results (June 2022) to show clear impact of Phonics teaching.	TBC	Staff questionaires completed after training. Monitoring of Phonics outcomes.	SLT / Govs
Phonics Schemes and Planning Coaching of current EYFS and Year 1 teaching staff regarding their planning of Phonics.	KW	All EYFS and KS1 teachers	Monitor that all staff are using the updated Phonics planning format or will be using ready for September.	Monitor planning formats to ensure that coverage is well managed to ensure all sounds can be covered and revision given before June 2022.	Review current planning schemes to see whether further resource support can be given.	Revisit planning to ensure phonics coverage is met and sounds will be covered before the Phonics screening check.	Review the planning format and see whether it was beneficial and support with planning for 2022/2023.	£0	Subject leader book audits 2x annually Termly audit of planning.	SLT / Govs
Progress Tracking & Intervention Plan for Phonics screening check of Year 2s in Term 2. Review teaching staffs use of Phonics tracker. Coach staff in the use of Phonics Tracker.	KW	All EYFS and KS1 teachers	Check that all staff teaching EYFS and KS1 have access to Phonics tracker.	Coach staff in the use of Phonics tracker though optional Phonics Tracker training. Administer a Phonics screening check for all Year 2 pupils in Term 2.	Review outcomes from Phonics screening check and given additional support where needed.	Ensure PPM are showing areas of need within Phonics and support teachers with intervention for pupils prior to the Phonics screening check.	Phonics screening check results (June 2022) to show clear impact of Phonics teaching.	Cost of phonics tracker	Monitoring Phonics data termly.	SLT / Govs
Moderation and monitoring Observe Phonics teaching and learning across the schools (team teach and coach as appropriate) provide feedback and plan opportunities to model Phonics teaching. Review current Phonics teaching between teachers.	KW	All EYFS and KS1 teachers	Phonics data from Year 1 in school phonics screening reviewed to put in place support for pupils who did not pass.	All Year 1 teachers come together with examples of pupils work together to moderate outcomes.	Moderate outcomes of phonics assessments taken place in class to support teaching with pupils who are not meeting the expected standard.	Ensure PPM are showing areas of need within Phonics and support teachers with intervention for pupils prior to the Phonics screening check.	Phonics screening check results (June 2022) to show clear impact of Phonics teaching.	£0	Visiting schools, one each term.	SLT / Govs

Research into future of phonic schemes (if Letters & Sounds removed) Review current Phonics teaching policy. Planning for potential change of programme if suitable programmes are released.	KW	All EYFS and KS1 teachers	Review current on Phonics and consider where we could make adaptions to improve teaching.	Review the All Aboard Phonics scheme with teachers that are trialling. Consider any other schemes that could be used.	Give feedback on the All Aboard Phonics scheme.	Check to see if list of approved programmes has been released. Once it has, consider programmes that have been put forward. Have small monitoring within school to see whether it will suit our federation approach to Phonics.	If programmes have been released then consider whether they are suitable, if so begin adaptions to policy and approach to Phonics to support transition to new programme from September.	TBC	Get staff feedback from use of new phonics resources.	SLT / Govs

Reporting Learner Outcomes 21/22

Park Mead Reporting Learner Outcomes 21/22
Year R

Subject / Term	September Baseline		FFT20 estimate	School Target for EXS July 2021	School Target for GDS July 2021	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% GLD/EXS				All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 15 (6.7 % each)																				
PHONICS																				
Term 2	%	%		% at Phase 4 by July 21 = %																
Term 4																				
Term 6																				
READING																				
Term 2	%	%		%	%															
Term 4																				
Term 6																				
WRITING																				
Term 2	%	%		%	%															
Term 4																				
Term 6																				
MATHS																				
Term 2	%	%		%	%															
Term 4																				
Term 6																				
COMBINED	%	%		%	%															
Term 2																				

Term 4																				
Term 6																				

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Park Mead Reporting Learner Outcomes 21/22
Year 1

Subject / Term	EYFS outcomes (Teacher Assessment 2021)		FFT20 estimate	FFT50 estimate	School Target for EXS July 2021	School Target for GDS July 2021	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: - (% each)																					
PHONICS																					
Term 2	-	-	Pass rate target: 92%																		
Term 4																					
Term 6																					
READING																					
Term 2	-	-	-	-	92%	27%															
Term 4																					
Term 6																					
WRITING																					
Term 2	-	-	-	-	92%	33%															
Term 4																					
Term 6																					
MATHS																					
Term 2	-	-	-	-	92%	27%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	-	-	-	-	92%	27%															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Park Mead Reporting Learner Outcomes 21/22
Year 2

Subject / Term	EYFS outcomes (2020)		FFT20 estimate	FFT50 estimate	School Target for EXS July 2021	School Target for GDS July 2021	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: - (% each)																					
PHONICS																					
Term 2	-	-	Pass rate target: 92%																		
Term 4																					
Term 6																					
READING																					
Term 2	-	-	-	-	92%	27%															
Term 4																					
Term 6																					
WRITING																					
Term 2	-	-	-	-	92%	33%															
Term 4																					
Term 6																					
MATHS																					
Term 2	-	-	-	-	92%	27%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	-	-	-	-	92%	27%															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Park Mead Reporting Learner Outcomes 21/22
Year 3

Subject / Term	KS1 outcomes (Teacher Assessment 2021)		FFT20 estimate	FFT50 estimate	School Target for EXS July 2021	School Target for GDS July 2021	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 22 (4.5% each))																					
READING																					
Term 2	80%	-	EXS: 86% GDS:49%	EXS:83% GDS:41%	86%	28%															
Term 4																					
Term 6																					
WRITING																					
Term 2	80%	-	EXS:82% GDS:33%	EXS:78% GDS:26%	80%	19%															
Term 4																					
Term 6																					
MATHS																					
Term 2	85%	-	EXS:88% GDS:43%	EXS:85% GDS:34%	85%	19%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	80%	-	EXS:79% GDS:28%	EXS:75% GDS:21%	80%	14%															
Term 4																					
Term 6																					
GPS																					
Term 2					78% (NA)	36% (NA)															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Park Mead Reporting Learner Outcomes 21/22
Year 4

Subject / Term	KS1 outcomes (Year 2 teacher assessments July 2020)		FFT20 estimate	FFT50 estimate	School Target for EXS July 2021	School Target for GDS July 2021	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 14 (7.1% each)																					
GPS																					
Term 2					78% (NA)	36% (NA)															
Term 4																					
Term 6																					
READING																					
Term 2	64%	7%			80%	20%															
Term 4																					
Term 6																					
WRITING																					
Term 2	71%	0%			73%	%															
Term 4																					
Term 6																					
MATHS																					
Term 2	71%	7%			86%	21%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	%	%			66%	%															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Park Mead Reporting Learner Outcomes 21/22
Year 5

Subject / Term	KS1 outcomes (2019)		FFT20 estimate	FFT50 estimate	School Target for EXS July 2021	School Target for GDS July 2021	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 12 (8.3 % each)																					
GPS																					
Term 2			EXS:96% GDS:61% ASS:112	EXS:93% GDS:49% ASS:109	78% (NA)	36% (NA)															
Term 4																					
Term 6																					
READING																					
Term 2	83%	24%	EXS: 92% GDS:47% ASS:112	EXS:88% GDS:37% ASS:	92%	21%															
Term 4																					
Term 6																					
WRITING																					
Term 2	83%	0%	EXS: 96% GDS:44% ASS:109	EXS:94% GDS:31% ASS:107	85%	%															
Term 4																					
Term 6																					
MATHS																					
Term 2	92%	14%	EXS: 97% GDS:46% ASS:112	EXS:94% GDS:34% ASS:	100%	21%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	83%	%	EXS: 90% GDS:20%	EXS:83% GDS:12%	85%	%															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Park Mead Reporting Learner Outcomes 21/22
Year 6

Subject / Term	KS1 outcomes (2018)		FFT20 estimate	FFT50 estimate	School Target for EXS July 2021	School Target for GDS July 2021	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 17 (5.8 % each)																					
GPS																					
Term 2	75%	23%	EXS: 94% GDS:50% ASS:112	EXS:90% GDS:40% ASS:110	78% (NA)	36% (NA)															
Term 4																					
Term 6																					
READING																					
Term 2	75%	23%	EXS:91% GDS:50% ASS:109	EXS:86 GDS:40% ASS:107	81%	25%															
Term 4																					
Term 6																					
WRITING																					
Term 2	70%	23%	EXS:93% GDS:46%	EXS:90% GDS:34%	81%	25%															
Term 4																					
Term 6																					
MATHS																					
Term 2	75%	17.4%	EXS:93% GDS:45% ASS:109	EXS:89% GDS:33% ASS:107	75%	25%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	75%	%	EXS:86% GDS:26%	EXS:79% GDS:18%	75%	25%															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Data Glossary

Target Tracker Overall Assessment Grid

Chronological Stage	Assessment Stage	Points value
Reception- EYFS	30-50 W	27
	30-50 W+	28
	30-50 S	29
	30-50 S+	30
	40-60 b	31
	40-60 b+	32
	40-60 w	33
	40-60 w+	34
	40-60s (ELG)	35
	40-60s+ (GD)	36
Year 1	1b	37
	1b+	38
	1w	39
	1w+	40
	1s (EXS)	41
	1s+ (GD)	42
Year 2	2b	43
	2b+	44
	2w	45
	2w+	46
	2s (EXS)	47
	2s+ (GD)	48
Year 3	3b	49
	3b+	50
	3w	51
	3w+	52
	3s (EXS)	53
	3s+ (GD)	54
Year 4	4b	55
	4b+	56
	4w	57

	4w+	58
	4s (EXS)	59
	4s+ (GD)	60
Year 5	5b	61
	5b+	62
	5w	63
	5w+	64
	5s (EXS)	65
	5s+ (GD)	66
Year 6	6b	67
	6b+	68
	6w	69
	6w+	70
	6s (EXS)	71
	6s+ (GD)	72

Age Related Expectations (ARE)

Year Group	T1	T2	T3	T4	T5/6
Nursery Rising 3 Nursery Rising 5	22-26b 30-50b	22-36 b+ 30-50 b+	22-36 w 30-50 w	22-36 w/w+ 30-50w/w+	T5-22-36s T6– 22-36s+ 30-50S
Reception	40-60s+	40-60b	40-60b+	40-60w+	ELG
Year 1	40-60s++	1B	1B+	1 W/W+	1s (EXS)
Year 2	1S+	2B	2B+	2W+	2s (EXS)
Year 3	2S+	3B	3B+	3W/W+	3s (EXS)
Year 4	3S+	4B	4B+/5W	4W/W+	4s (EXS)
Year 5	4S+	5B	5B+/5W	5W+	5s (EXS)

Year 6	5S+/6B	6B+= writing 6b+/6W=Maths/Reading	6W+	6s (EXS)	SATS

Expected Points Progress

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 + 2
Year R - 5	1.2	2.0- 2.4	3.6	4.8	6
Year 6	1.2	2.4	3.6	4.8	

End of Year Progress	Inadequate	RI	Good	Outstanding
Years 2 - 6	Under 5	5	6	7